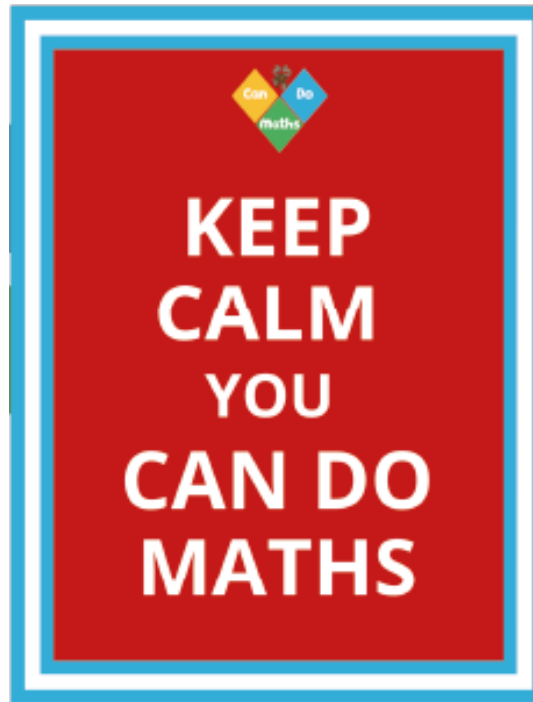
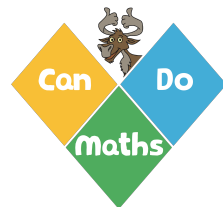
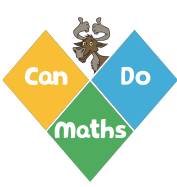


# Covid Recovery Plan



@MathsCanDo





# Curriculum Intent and Implementation

## Covid Recovery Plan: The 3Rs

### Respond, Revive and Restore

Respond to Missed Learning

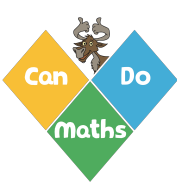
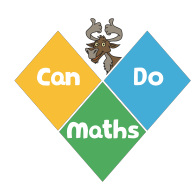
Revive Lost Learning

Restore Beliefs and Pedagogy

**"Pedagogy trumps curriculum.**

*Or more precisely, **pedagogy** is **curriculum**, because what matters is how things are taught, rather than what is taught"*

*Dylan Wiliam*



# Curriculum Intent and Implementation

## Covid Recovery Plan

### Respond

### Respond to Missed Learning

All essential learning - Key Performance Indicators (KPIs) - from March to July for each year have been identified and will be addressed in medium and short term planning throughout 2020/21 using the four key CALM strategies:

**C**hange the teaching of existing manageable steps

**A**dd new manageable steps to some units

**L**eave it in the current content as it's already in MOT Maths Meetings

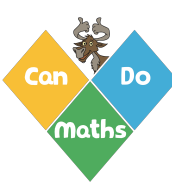
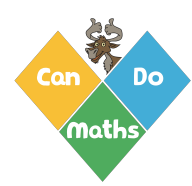
**M**odify the use of MOT Maths Meetings time to teach prerequisites

More details in the 2020/21 #KeepCALM Curriculum documents for each year group.

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# Curriculum Intent and Implementation

## Covid Recovery Plan

### Revive

### Revive Lost Learning

Any potential lost learning from the period September to March is identified through:

- High quality, responsive teaching
- Diagnostic assessments including:

**ArithmeChecks:** focused on the recall of key number facts, mental calculations and written procedures

**ArithmeQuizzes:** focused on fluency of the number, calculation, fraction, decimal and percentage fundamentals of mathematics (CanDoMaths KPIs)

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Dylan Wiliam

Subtraction

9

Calculate:  
a)  $2.3 - 0.7$   
  
  
  
  
b)  $4.8 - 1.7$

10

Calculate:  
a)  $17.2 - 13.6$   
  
  
  
  
b)  $3.03 - 1.98$

11

Work out:  
a)  $17.5 - 4.9$   
  
  
  
  
b)  $4838 - 1999$

12

Calculate:  
a)  $8467 - 2999$   
  
  
  
  
b)  $3465 - 2783$

Multiplication and Division

13

a) i)  $6 \times 4 =$     ii)  $0 \times 6 =$     iii)  $12 \times 6 =$   
  
b) i)  $36 \div 6 =$     ii)  $6 \div 6 =$     iii)  $54 \div 6 =$

14

a) i)  $12 \times 5 =$     ii)  $0 \times 12 =$     iii)  $12 \times 12 =$   
  
b) i)  $108 \div 12 =$     ii)  $72 \div 12 =$     iii)  $12 \div 12 =$

15

a) i)  $9 \times 7 =$     ii)  $9 \times 9 =$     iii)  $12 \times 9 =$   
  
b) i)  $54 \div 9 =$     ii)  $9 \div 9 =$     iii)  $36 \div 9 =$

16

a) i)  $0 \times 11 =$     ii)  $11 \times 11 =$     iii)  $11 \times 10 =$   
  
b) i)  $99 \div 11 =$     ii)  $132 \div 11 =$     iii)  $11 \div 11 =$

17

a) i)  $7 \times 7 =$     ii)  $7 \times 8 =$     iii)  $12 \times 7 =$   
  
b) i)  $63 \div 7 =$     ii)  $21 \div 7 =$     iii)  $42 \div 7 =$

Multiplication

18

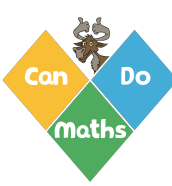
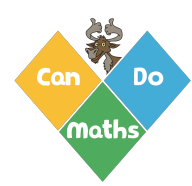
a) Double:  
i) 2344                      ii) 3486  
  
b) Halve:  
i) 2642                      ii) 3436

19

Calculate:  
a)  $40 \times 70$   
  
  
  
b)  $8 \times 900$

20

Calculate:  
a)  $7.6 \times 100$   
  
  
b)  $46.3 \times 100 =$



# Curriculum Intent and Implementation

## Covid Recovery Plan

### Revive

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Dylan William



# CanDoMaths

## ArithmeQuiz

Version

Question

16

Next

$$41.77 + 22.475 = 64.245$$

New Question

Reveal Answer

Download

All questions

Random selection

Just question 16



# CanDoMaths

## ArithmeQuiz

Version

Question

Next

$$+ 100 =$$

New Question

Reveal Answer

Download

All questions

Random selection

Just question 16

CanDoMaths Arithmetic Paper

1)  $43.84 + 77.776 =$

2)  $41.58 + 75.257 =$

3)  $44.65 + 63.464 =$

4)  $33.58 + 61.653 =$

CanDoMaths Arithmetic Paper

13)  $34.23 + 31.325 =$

14)  $13.46 + 16.655 =$

15)  $31.34 + 74.413 =$

16)  $44.85 + 42.626 =$

CanDoMaths Arithmetic Paper

5)  $31.84 + 74.155 =$

6)  $42.42 + 41.123 =$

7)  $41.84 + 71.361 =$

8)  $12.38 + 43.622 =$

CanDoMaths Arithmetic Paper

1)  $640 + 200 =$

2)  $65 + 535 =$

3)  $594 + 1 =$

4)  $892 - 9 =$

CanDoMaths Arithmetic Paper

5)  $? = 292 + 323$

6)  $95 \div 5 =$

7)  $32.249 + 1.198 =$

8)  $? = 448 - 70$

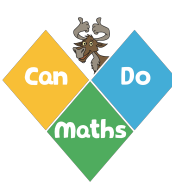
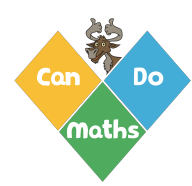
CanDoMaths Arithmetic Paper

21)  $3 - 1.48 =$

22)  $770 \div 11 =$

23)  $83 \times 58 =$

24)  $\frac{1}{4} + \frac{1}{5} =$



# Curriculum Intent and Implementation

## Covid Recovery Plan

### Revive

### Revive Lost Learning

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*Dylan William*



**8**  $3026 - 400 =$

1 Mark

**12** Tick the numbers that are in the 7 times table

☐  
  
☐  
  
☐  
  
☐

14

27

49

53

1 Mark

**9** Match each calculation with the correct answer

$7 \times 9$

$54$

$8 \times 7$

$56$

$9 \times 6$

$63$

1 Mark

**13** There are 4,316 people sitting down to watch a football game. Another 999 people are standing up to watch the football game.

How many people altogether are watching the game?

Show your working

1 Mark

**10**  $7002 - 6997 =$

1 Mark

**14** Find the two missing digits.

$30 \square 2 - 5 = 2 \square 97$

1 Mark

**11**  $\square = 300 + 2915$

1 Mark

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☐  
  
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$56$

$9 \times 6$

$43$

1 Mark

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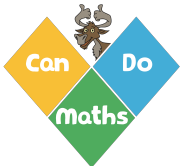
1 Mark

**11**  $\square = 300 + 2915$

1 Mark

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# Curriculum Intent and Implementation

## Covid Recovery Plan

### Restore

#### Restore Beliefs

At this time more than ever, fostering positive 'can do' attitudes and ensuring all children believe that their teacher and parents believe they can succeed in mathematics are essential. It is important pupils do not feel that they have lots of catching up to do which could have a negative impact on their self-esteem. Phrases such as 'I can't do maths', 'Maths is too hard', etc all contribute to learners feeling that they 'can't do' maths. Adopting a growth mindset is at the heart of a 'Can Do Maths' approach including the use of 'yet' and knowing that making mistakes is an essential part of learning. Success comes from hard work. It's as simple as that! Mathematics can be difficult at times but success will be achieved through hard work.

#### Restore Pedagogy

Teaching will focus on securing and deepening understanding of mathematical concepts by dividing the curriculum into manageable steps and developing conceptual understanding through the use of practical resources and iconic representations. Using mistakes and misconceptions is an essential part of learning and challenge is provided through rich and sophisticated problems before acceleration onto new content. All pupils will continue to have equitable access to the curriculum to ensure they are ready to progress to the next stage of learning and have future success in mathematics.

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